 University Of KUFA

**KUFA Medical College**

**MBChB Phase 1**

 **Personal & Professional Development Programme Student Handbook**

**2017 – 2018**

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**Introduction** – The Background

 Over recent years medical undergraduate training has undergone significant change.

This change is being driven by a number of issues. Amongst other things, there is a national and international drive to equip doctors not just with clinical skills, but with the skills and resources to encourage life-long learning and personal and professional development - the skills which will help medical trainees (that is, YOU) manage their learning, their careers and their lives.

The Personal and Professional Development Program me (PPDP) is our response to this guidance, and aims to equip you, with a range of skills which you can develop and carry with you as you embark on your medical career. So, the good news is this program me is all about…YOU. The slightly less exciting news is that the responsibility for attaining these skills primarily rests with…… you. But (more good news) we will support you in this process. Personal and professional development is a life long process, so the good practice you develop here at university will stand you in good stead for your career that follows. In addition, you will have many opportunities to develop and provide evidence of these skills in your Personal and Professional Development -Portfolio – which will serve as the building block for your CV and first post application.

Overview of the Programe

The Personal and Professional Development Program me (PPDP) consists of three strands:



These strands are woven into the curriculum and you will revisit these themes on regular occasions during phase I and Phase II, each time building on your previous knowledge and experience.

It is important that we consider these three strands together as, in most things in medicine, there are lots of grey areas where these themes overlap. For example, if you are considering a career in surgery: What learning needs do you need to address?

(PDP); How do you go about finding information about training? (Career manage minted guidance); and what impact might a career in surgery have on your personal health and well-being? You could apply these same questions to any specialty or career in medicine.

The following sections outline the aims, objectives and learning outcomes of each strand, so the only things remaining to say is that the strands are „tied‟ together, so to speak, by the Personal Tutor Scheme. Although you are the one with primary responsibility for achieving these skills the process will be supported by your own ,personal tutor.

**Your Personal Tutor**

The medical school will provide you with your own personal tutor – an identified staff member who will meet with you regularly during your time here at the medical school.

Your personal tutor will have responsibility for a number of students, so there will be opportunities to meet as a group both formally and socially as well as on an individual basis. Apart from offering support and guidance on your individual academic progress your personal tutor will meet with you on a regular basis to review your personal development plan and portfolio.

**Aims of the Personal Tutor Scheme**

* To provide students with an individual personal tutor with whom they meet on are gular basis.
* For students to have the opportunity to discuss academic, personal or career-related issues and concerns with their personal tutor each semester.
* For students and personal tutors to meet (at least) annually to review the student’s personal portfolio and plan further personal and professional development.

**Personal Development Planning with your Personal Tutor**

The next section will describe, in detail, the process of *personal development planning*. The role of the personal tutor through this process is to help you navigate your way through your own personal development plan. Prior to meeting your personal tutor to review your personal development plan, you need to reflect on your academic, personal and career development over the recent months. Completion of the self-appraisal form will allow you to identify your learning needs in each of these areas and formulate learning goals for the coming year. By listing these learning goals on you personal development plan, you then have a ready template to discuss, with your personal tutor, how you are going to reach these goals. Your Tutor may also help you to recognize further areas that you may need or wish to address.

The interaction with your personal tutor is a two-way process and is designed to encourage you to develop sound practices for managing your own learning and development in the years to come. So the ultimate beneficiary is…. YOU.



**Personal Development Planning (PDP)**

**The Background…..**

„medical graduates should be able to reflect on their practice, be self-critical and carry out an audit of their own work and identify their own learning needs.‟ The personal portfolios are important in this regard because they allow students to show evidence of achievement and also identify their strengths and weaknesses, which in turn allows them to focus their learning more appropriately.

**Key Points:**

* Students will be introduced to the fundamentals of PDP at the outset of their academic career.
* Students will maintain and develop a PDP portfolio throughout their medical training which will provide evidence of achievement and serve as a template for their CV and future career planning.
* Students will be provided with the opportunity to discuss academic and personal progress on (at least) an annual basis with a personal tutor.

**Objectives**

That students should:

* Understand the principles underlying personal development planning.
* Understand the concept of PDP as a life-long process of self-development.
* Demonstrate the core skills necessary to reflect on personal and professional aspects of practice.
* Be able to identify strengths, weaknesses, skills and attributes based on reflection and self and peer appraisal.
* Be able to identify learning needs based on this reflection and appraisal.
* Be able to form and carry out an action plan to address identified learning.

**Outcomes**

That students should:

* Be able to describe the relevance and value of PDP in personal development.
* Demonstrate the skills required to appraise both themselves and peers.
* Describe areas of learning which need to be addressed and develop an action plan to address these learning needs.
* Develop a PDP portfolio which shows evidence of a wide range of skills and continuing personal development.

**Personal Development Planning (PDP)**

**What is PDP?**

**Personal development planning has been defined as:**

*‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.’*

…..but you may prefer the less cumbersome set of personal questions:

**Where am I now?**

**Where do I want to be?**

**How am I going to get there?**

**There are two main outcomes of the PDP process:**

* Enhanced self-awareness of strengths and weaknesses and direction for change
* Record of learning experience and achievement, personal reflections and plans for self-improvement (personal development record and portfolio) providing a unique resource for each individual

So, the good news is that, over the coming years (actually for the rest of your professional life) you have the opportunity to take responsibility for your own personal and professional development, and show evidence for this development in your own personal portfolio.

**Personal Development Planning**

The Three PDP Strands – Academic/Personal/Career

Before we walk you through the PDP process, let’s take a look at the areas of our lives we can address with PDP. The truth is, any area of your life – for example personal ,professional, social, academic – can be developed using PDP. The skills used to plan your personal development in your academic studies are the same skills you can apply to planning your career, setting up a project, planning a holiday (believe it or not), or learning a new skill. These areas have been listed under seven – main headings :family and friendships; career and learning; environment and surroundings; physical health; hobbies/interests; finances; spiritual. For the purposes of your university life we will be simplifying this list of areas into: academic; personal; and career.

**(1) Academic Development**

Your academic development is the primary reason for you being at University (we hope!). As you progress through the medical undergraduate curriculum, your academic development is that which will provide you with the skills and knowledge required to

practice competently as a doctor. Personal development planning in this area will help you develop a conscious and reflective approach to your studies so you can take responsibility for your ongoing academic progress and develop the skills needed for lifelong learning, using the guidance, support and resources available to you.

**(2) Career Development**

This strand is about your future career goals based on your personal skills, strengths ,attributes and interests. Personal development planning in this area will help you to learn about and explore your career options, and help you harness and develop the opportunities available to you as you plan your career.

**(3) Personal Development**

This area focuses on all the other areas and issues that are important in making you who you are. Think back on your past experiences. These experiences are unique to you and helped to shape the person that you are today; and not part of any written curriculum or „rough guide‟. The *personal development* strand of PDP is at least as, if not more, important than the other areas. Developing self-awareness in this area (for example about interests, strengths, working preferences, learning style, personality characteristics) is an important part of identifying learning needs and guiding your development as a person. PDP in this area may involve developing skills in time management, managing personal life and relationships, addressing work-life balance, improving communication skills, or addressing your personal health and well-being.

**Bringing it all together….**

All these areas overlap and help contribute to making up the YOU that is here and now, and the (Dr) YOU, you hope be in the future. Your medical undergraduate years are just one of the many steps of your medical career – and during this time PDP will help you contribute to the overall theme of lifelong learning and personal development which will serve you in years to come.

**Personal Development Planning**

**The Process –DIY PDP**

So, how do you „do your own‟ PDP? Although it is a process you, personally, have primary responsibility for, there are some basic steps involved which we should all follow:

**Step 1: Reflecting**

**Step 2: Identifying learning needs**

**Step 3: Action planning**

**Step 4: Evaluation**

**Step 1: Reflecting – where am I now?**

Basically this translates to sitting back and having a think about the different areas of your personal and professional life. Reflecting is the first step towards identifying your individual learning needs and is something you will have the opportunity to build on in many areas of the undergraduate course (for example the People and Disease course). Developing sound skills in reflection will stand you in good stead for the rest of your personal and professional life.

**What is Reflection?**

Put simply, reflection is:

• A form of thinking that deals with more complex or unstructured issues in a considered manner

• A way of making sense of ideas, or „re-ordering thoughts‟

**For example, consider the following question:**

*What have you learnt most from your recent experiences from the past few weeks/months of being in higher education?*

**Think about how would you answer this question?**

Answers containing the following…….

A descriptive account of the experience

Little emotional reaction

Little or no attempt to focus on particular issues

No recognition of learning from the experience and how you would change your future be haviour

**Does not constitute reflection!**

**Personal Development Planning**

**Reflection at its best consists of…..**

* Clear evidence of standing back from an event and mulling over an internal dialogue
* Recognition that events exist in historical or social contexts and this can influence a person's reaction to them.
* Clear evidence of self-analysis and an explanation of motives and reasons for behavior
* A willingness to be constructively critical of the action of self or others
* Recognition of the role of emotion in shaping ideas
* Recognition that prior experience and perceptions (your own and others) interact to produce current thoughts and behavior
* An acknowledgement that learning is to be gained from the experience
* Recognition that the personal frame of reference can change according to the emotional state it is written, the acquisition of new information, the review of ideas and the effect of time passing

When you are reflecting for the purposes of your personal development plan you might want to think about the following areas:

* your own experiences (for example mistakes and successes)
* interactions with peers, colleagues and tutors
* formal assessments and exams
* feedback (formal and informal)
* non-clinical activities (for example courses and conferences)

***This process should result in you identifying areas where you feel you need to improve your performance, or would like to increase your knowledge and skills.***

**Step 2: Identifying learning needs – where do I want to be?**

The process of reflection may leave you with a long list of things you want to find out about – these things may be related directly to the curriculum or may relate to other aspects of your development. These are your *learning needs* and may be made apparent to you in a variety of ways – for example your own experiences (mistakes and successes); a recent exam score, feedback (formal and informal); or may have occurred to you in the line of your day-to-day experiences such as interactions with peers, colleagues and tutors.

These learning needs can then be translated into *learning objectives* – focused statements addressing the learning need – which you can then apply to your *personal development plan*. Be careful you don’t fall into the trap of generating a long „to-do‟ list or a „wish-list‟. That’s not what PDP is all about. The purpose of the personal development plan is to actually follow the plan and meet your learning needs. Setting attainable goals will help reinforce the success of this process. Learn to prioritise, be balanced in your approach (for example look at learning needs based on interests as well as those based on professional goals), and choose to address those learning needs which will stand you in good stead both now and in the long-term.

**Personal Development Planning**

**Writing learning objectives**

Learning objectives are the written form of your learning needs. They should be „short, specific and clearly stated.‟Don’t worry if you find this difficult at first - getting to this point takes practice.

For example, if you identified IT skills- Information Technology skills - as a learning need, you might write the learning objective like this:

„***to improve my IT skills*’**

This is quite a general statement – which is not a bad thing in itself – but may need to be broken down into smaller steps. So, using the example above, what steps do you need to take to *improve* your IT skills?

* be able to type documents and assignments using a word processor
* be able to use a range of IT tools to facilitate my study
* be able to access, navigate and competently use resources from the internet to facilitate my study
* be able to send and receive information/attachments electronically

Once you’ve decided on your objective (and sub-objectives) you may find it useful to write it as a statement *with a time scale attached*. For example:

***By the end of this semester I will have improved my IT skills so that I can confidently word process, use the internet to obtain information and communicate electronically.***

Whatever your learning objective, when you've written it down, you may find it useful to check that it is a **SMART** objective (don't you just love mnemonics):

**S**pecific

**M**easurable

**A**chievable

**R**elevant

**T**ime-bound

So, in summary, when you are writing objectives:

* Be specific.
* Sub-divide objectives if necessary to get clarity.
* Use active words to describe the objectives.
* Include measures of quantity, quality and output.
* Don't set wildly over-ambitious objectives!
* Make sure the objectives address your identified needs.
* Set yourself target dates for your objectives.
* You need to *want* to achieve these objectives. Make them fun if you can.
* Write them down accurately for future reference/review.

Use the ***Personal Development Planner*** to list your objectives.

**Personal Development Planning**

**Step 3: Action planning** – **how am I going to get there?**

Action planning is all about meeting your own learning objectives and there are many different paths. They key is to find the path most suitable for you which is likely to result in success - and this is determined by your personal learning style, and the guidance, support, opportunities and resources available to you.

**So, ask yourself,**

*How do I like to learn?* By reading about things? Attending a course or workshop? Active participation? Or reflecting about something? In a group or individually. ***(See Appendix 3)***

***What possibilities are there to meeting my objectives?*** Think laterally and be creative. Start with outlandish ideas, and then move to more realistic ones. So, using the above example, some action planning possibilities might be:

*(1) Hire a personal consultant to train me in IT skills (not very realistic on a student budget)*

**OR**

*(2) Do a workshop through the* ***Student Learning Centre*** *(see Resources – Appendix 2) – a much more realistic option*

**OR EVEN**

*(3) Ask my ‘technophile’ friend to give me a few pointers on IT skills*

***What resources are available to me?*** These might be books, workshops at the student learning centre, library, electronic media, colleagues, conferences and courses, professional bodies, attachments, etc.

You might decide to use a range of options (formal, informal and on-the-job) to help you meet your learning objectives – the main aim is to create learning opportunities which suit you and your personal development plan.

After you decide how you are going to meet your objectives, choose what evidence you will have to show that you have achieved these objectives. List this evidence on your ***Personal Development Planner.*** This will help you in the next step.

**Personal Development Planning**

**Step 4: Evaluating the process**

Evaluating this process basically amounts to asking yourself at the end of a given time period – *have I met my objectives?* This is where you will be glad you have written SMART objectives (specific, measurable, achievable, etc…….). Your personal tutor will help you review and evaluate your plan and whether you have met your objectives.

In short, evaluation involves asking yourself questions (more reflecting!) on two levels:1

**Personal**

* *What do I now know or understand that I didn’t know before?*
* *Has my plan met my original learning needs?*
* *How does my practice show what new knowledge/skills I have gained?*
* *Is this the learning that I wanted to do and is it of my own choice?*

**Impact**

* *What evidence can I provide that I have met my objectives?*
* *Has my learning helped me in my work or with my understanding of the subject?*
* *Has it assisted my personal development?*
* *Has it had any effect on other people I deal with?*
* *Has the theory made a difference to how I work or plan to work in the future?*
* *Has this learning changed me as a student on this course?*

**You might also like to ask yourself:**

* *Have I kept to my chosen timescale? (why or why not)*
* *Did I encounter any problems in meeting these objectives and would I do anything differently next time?*
* *In the process of meeting these learning objectives did I identify any other learning needs?*

Reflecting on these questions and discussing them with your PDT will help you learn from the process and also help you put what you‟ve learned into practice as you create your next personal development plan.

As you evaluate your Personal Development Plan and review the evidence you've got to show that you have met your learning objectives, this is an ideal opportunity to transfer this evidence to your ***portfolio.*** Your portfolio is the place where you can record and display evidence of achieving your leaning objectives, and it will continue to grow over the coming years as you move towards personal and professional competency.

**PDP and Enhancing your Employability**

There are three main ways in which PDP can enhance your employability. Firstly, it invites you to think about your academic progress in terms of the generic skills you are developing, or wish to develop further. Secondly it asks you to think about how you might evidence – both within and without the curriculum - the kinds of skills employers are looking for. Finally, it encourages you to prepare for your first medical post application after University.

**The Skills and Qualities Employers Identify**

There are certain skills and attributes which are specific to the medical profession. However, for the most part there is a great deal of cross-over between the generic skills which will aid academic progress, and those that will ultimately enhance your employability.

In addition to mainstream academic activities, PDP should also encourage you to think beyond the curriculum and towards the kinds of activities that will further enhance your employability. These extra-curricular activities might include volunteering, working part-time, being active in a club or society, sitting on Staff-Student Committee, getting involved in student media, being politically active etc. The challenge for you is firstly to recognize the value in getting involved in these kinds of activities, and secondly being able to evidence and articulate the kinds of skills you have developed as a result of doing so. If undertaken properly, PDP can provide a framework for this process of evidencing and articulating to take place.

**Evidencing Employability Skills**

The list below details the kinds of generic skills a range of employers from the public, private and voluntary sectors have identified as being desirable in potential graduate recruits, including medical graduates. The table beneath this list outlines some of the curricula and extracurricular activities which could potentially help you to develop and evidence these skills. As mentioned earlier, this will serve as a building block for your portfolio.

Motivation & Enthusiasm Inter-personal skills Working in a Team

Oral Communication Flexibility & Adaptability Initiative

Problem Solving Planning & Organization Self-management

Written Communication Time-management Leadership

Numeracy Cultural Sensitivity IT Literacy

Skills/Qualities (please note that this list is generic and comprehensive. These skills areas will be more or less relevant depending on the student or the employer):

Evidence(these are only suggestions, and are not intended to be prescriptive or exhaustive):

|  |  |
| --- | --- |
| * Researching a topic for an essay
* Participating in a seminar discussion
* Carrying out an experiment
* Interpreting data and statistical information
* Writing an essay or report
* Collaborating in a group project
* Giving an oral presentation
* Analysing a topic
* Expressing/defending an opinion
* Learning how to use newsoftware
* Managing different and diversemodules
* Revising for exams
* Discussing and evaluating arange of theories orinterpretations relating to atopic/theme/problem etc
 | * Holding a part-time job
* Participating in sporting activities
* Participating in a voluntary project
* Making friends with people from diverse backgrounds and cultures
* Helping to manage a family
* Helping to run a student society or association
* Running for office and/or holding aposition in the Students‟ Union
* Being a course rep
* Sitting on the Staff-Studentcommittee for the department
* Being involved in a studentnewspaper, radio station, TVstation or website
 |

**Academic Activities Extra-Curricular Activities**

Engaging in Personal and Professional Development and maintaining a learning portfolio during Phase I of the medical degree program will prepare you for something you are required to do throughout your medical career.

The accounts below from a medical student, resident doctor and general practitioner highlights the fact that PDP and continuing professional development will become an integral part of your current training and future medical career.

We hope that PPDP skills continue after graduation and the students try to keep it up to date as it will provide evidence of your learning and achievements- both personal and professional .It will also include a record of your descriptive and reflective learning activity.

**Personal & Professional Development is a Life Long Process**

**PDP - The Medical Student Perspective**

At the start of my Medical training I was not aware of how important Personal

Development Planning (PDP) in one’s education is. There were lectures in the first year introducing the concept of PDP but probably just like the other new students, a few weeks later it was forgotten. The idea of continually reflecting upon my performance ,identifying weaknesses and planning to make improvements did seem very logical, but it also sounded like a vast amount of extra effort and work. I was not really sure how it would benefit me this early on in my medical education and as a result I now regret that I had not paid much attention to this. I failed to make use of the personal development planner and self-appraisal form that was provided by the Medical school which in hindsight gave me a great opportunity to monitor my progress and address my shortcomings.

As future doctors, I feel key skills such as communicating well with patients and working competently within a healthcare team are essential qualities to have. If I am to achieve my ambition of becoming a doctor worthy of my profession, then I believe it is vital to develop and perfect my interpersonal skills from an early age. I soon began to

realize that throughout Phase 1 all key skills were tested, whether it be weekly presentations in the Health and Disease in the Population module or organization al skills needed in planning and writing your People and Disease dissertation. As a result of my experiences in Phase 1 and the everyday patient contact in Phase 2 I strongly feel it is important to acknowledge that these key skills play a crucial role in undergraduate training and for one’s career.

A Portfolio is a great way to provide evidence of ones learning and professional development. Only recently have I started to build up my portfolio which will most certainly help me in applying for foundation jobs and strengthening my CV. It’s a useful way of showing others your development, achievements and skills learnt, backed up by evidence in the portfolio.

Three clinical blocks into Phase 2 and my views of PDP have considerably changed.

From realistically “not bothering” to putting a bit of effort and time into PDP, and to now reflecting on a variety of experiences that I record and document weekly. I am aware that in a few years time, it will be the toughest time to find jobs of your choice due to growing competition and the sheer numbers of graduate doctors. When applying for foundation jobs, the selectors like to look for candidates with a wide variety of achievements, skills and many different life examples that can be stated on the application form. I have also found learning in Phase 2 to be more self-directed compared to Phase 1 and slowly have had to alter my learning style to keep up with the block requirements. As a result of this I have been assessing my progress to see if it is effective. This all fits under Personal Development Planning.

At present my PDP consists of the PDP toolkit, a reflective diary, a reviewed personal development planner, certificates of skills and achievements attained throughout various activities, presentation feedback forms, career management and guidance ,academic assessment results and evidence of teaching.

My advice to medical students just starting their degree is not to neglect PDP in the early days of their training. It is important to build your portfolio from day one along with developing your PDP and key skills that will remain with you throughout your life. The reare a number of opportunities for new students to start building their portfolios from the first day, which in the long term makes it easier when the time to apply for jobs approaches. I strongly encourage you to actively engage in PDP in all aspects. This enables you to identify and address those strengths and weaknesses which can only help your career development and support you in becoming a great doctor!

**3rd Year Medical Student**

**PDP – Resident Doctor Perspective**

„The personal development plan helped me focus on my aims, expectations and learning needs prior to each post and to monitor my progress throughout the posts. I could therefore ask directly for the help I needed. In addition to maintaining a record of my assessments, the Learning Portfolio provided the inspiration for me to include extras that are tailored to my intended career. I have added in details of my publications, presentations and conferences and courses I have attended, as well as teaching diaries to provide further evidence of my experiences.‟

**PDP - The General Practitioner Perspective**

„Throughout the year I regularly look up information, but usually fail to keep a record of what I have looked up; I read relevant articles in the journals; I attend courses and can usually find the certificates at the end of the year when I come to compile my appraisal folder; I discuss issues and difficult cases with colleagues, attend and sometimes

organize clinical meetings in the general practice where I work; and try to complete the professional development tasks set during my previous appraisal. This year I have even completed some of the GP appraisal reflective practice templates. Most of this I have found interesting, enjoyable and in some cases has lead me to change my practice. The previous appraisals have all been useful in different ways, encouraging me to think about my practice, work life balance, or professional and career development.

I don’t think that I am unusual in both what I do in terms of PDP or in my attitude to it.

Protected time in terms of study leave helps when attending courses but most of us do much more than this on an almost daily basis. What I have the most difficulty with is finding sufficient time to undertake all the training that I wish to do and to be organized in terms of recording all that I already do.‟

**Personal Development Planning**

What we will do to support you:

1. Lecture programme: (see programme ‘map’ for where these will occur)

 Attendance at lectures is compulsory.

* Introductory lecture
* Group working
* Learning styles & study skills
* Reflective learning
* Presentation skills
* Personal Health & Fitness to Practice
* Careers Diversity
* Managing Your Dissertation (Project Managing Skills)

2. Resources:

* Electronic ( Model)
* PPD e-Portfolio Site
* Written
* Medical school services

3. Sign-posting and guidance:

* Electronic ( Model)
* PPDP e-Portfolio Site
* Your personal tutor

References:

 1. Challis M. AMEE Medical Education Guide No. 19: Personal learning plans. Medical Teacher 22:3, 2000, pp225-236.

 2. Elliston P. Personal learning plans: a guide for public health practitioners.http://www.fphm.org.uk/prof\_standards/downloads/cpd/whats\_new\_in\_cpd/PersonalLearningPlans.pdf

**Career Management and Guidance**

To date, career guidance and management has received little attention in many a medical undergraduate curricula. But this need has been recognized and now a component on medical careers is being incorporated into the Kufa Medical College curriculum. This area is designed to provide students with the opportunities to experience different specialties, develop skills, and explore career options.

**Aims:**

* To provide students with opportunities for exploring and experiencing a range of career options.
* Students to develop awareness of strengths, weaknesses and areas of interest use this information to develop action plans for career development.
* Students to develop career management skills to enable them to make informed career decisions.

**Objectives:**

That students should:

* Understand the vocational nature of medicine and diversity of available careers.
* Understand the concepts of career planning and training pathways.
* Be aware of traditional and non-traditional training pathways.
* Be aware of non-clinical careers (eg. academic medicine and research).
* Understand practicalities of training including training requirements, college exams, and competitive ratios.
* Know where and how to access further information about medical careers.
* Have the opportunity to experience a wide range of medical careers.
* Be encouraged to explore the specialities and careers that interest them.
* Develop skills to enable them to appraise their strengths and weaknesses, attributes and interests, and use this information to inform career planning.
* Understand the role of personal values, ideals, interests, goals and role models in career development and planning.
* Develop skills in career planning using a variety of sources.
* Have the opportunity to review and discuss their career options at regular intervals during their undergraduate training.

**Outcomes**

Students should be able to:

* Demonstrate an understanding of career pathways within medicine.
* Demonstrate skills in accessing and integrating careers information.
* Appraise and describe their skills and attributes, strengths and weaknesses.
* Develop a personal career plan based on appraisal, personal interests and values, and available career pathways.

**Personal Health and Well-being**

In recent years there has been increasing research and awareness into the issues surrounding the health of doctors and medical students.

**Objectives:**

That students should:

* Understand the hazards of medical practice and the pattern of physical and mental health problems and substance abuse in medical students and doctors.
* Develop skills in recognizing problems with physical or mental health or substance abuse in themselves or colleagues.
* Understand help-seeking behavior by medical students and doctors.
* Be aware of local and national help available to medical students and doctors.
* Develop healthy coping strategies.
* Understand public health aspects of medical student and doctors‟ health.
* Understand their role in fostering a healthy medical community.

**Outcomes:**

That students should:

* Demonstrate an understanding of issues relating to personal health and well-being and why doctors are at risk.
* Describe how personal health and well-being can affect fitness to practice.
* Describe and give evidence of healthy coping skills
* Describe the courses of action available if they believe a colleague may be putting patients at risk due to impaired health.

What we will do to support you:

**Lecture/workshop programme:**

Phase I

During Phase I students will have an introductory lecture on personal health and well-being, looking at issues surrounding the health of medical professionals, personal testimonies from doctors, and opportunities to develop healthy coping strategies to carry through a medical career.

Phase II

During Phase II, students will have the opportunity to complete a SSM looking at doctors’ Health issues and also have the opportunity to develop skills relating to personal health and well-being through case-studies, workshops and other practical sessions.

**Student support services and resources:**

* University
* Student Counseling Service
* School tutors
* Faculty staff
* Personal Tutor

 **Appendix 1**

**Benefits of Maintaining a Portfolio**

* Helps you to record your development, achievements and accomplishments
* Promotes reflection, planning and target setting
* Allows you to keep track of progress in acquiring knowledge and skills
* Enables you to efficiently collect and organise records
* Encourages good routines and habits in the early stages of medical career

**Why Should you Maintain a Portfolio?**

* Maintaining a portfolio is beneficial and useful to your current learning and development. It will also prepare you for the next stage of your postgraduate training and is something you are required to do throughout your medical career.
* Throughout Phase II you will be required to maintain a comprehensive personal development and clinical portfolio, which will be assessed.
* Once you start your postgraduate training a learning portfolio must be maintained and signed off if you are to progress.
* All doctors are required to maintain a personal and professional development portfolio and reflect on their practice.

**Evidence to Support the use of Portfolios – Themes from the Literature**

* There is a growth in portfolio usage in healthcare education despite the reservations and shortcomings.
* Portfolio users gain from the experience in their learning, understanding, concept of „empowerment‟ as adult learners and control over their learning, and in relationships with their teachers and tutors.
* The ability of portfolios to provide documentary evidence to demonstrate proficiency is held as a major strength.
* Benefits go beyond individuals. Teachers, departments and institutions all gain from then process and the information gathered.
* Users in all studies report preconceptions of difficulty, uncertainty in what is expected and a lack of confidence in their ability to build the required portfolio.

**Appendix 2**

**Personal and professional development skills list:**

(Examples of additional evidence to include in your portfolio)

**Learning**

* Self-directed learning and study skills
* Problem-based learning
* Reflective learning skills
* Awareness of types of learning styles and personal learning style
* Awareness of skills and attributes, strengths and weaknesses
* Able to identify learning needs and action plan to address learning needs
* Use of resources – for example e-learning
* IT skills
* Self and peer assessment skills
* Giving and receiving feedback

**Teaching**

* The role of doctors as teachers and students as teachers
* Small group teaching
* One-to-One teaching
* Clinical skills teaching
* Presentation skills

**Self and peer awareness**

* Awareness of personality types and psychometric testing
* Understanding of personality type and how it may impact on personal and professional development.
* Maslow’s Hierarchy of needs
* Morals, values and religious beliefs, and how these affect clinical practice

**Careers**

* Career diversity and how personal characteristics can help to inform career path
* Portfolio building and personal development planning
* Career planning
* CV writing skills
* Interview skills

**Communication skills**

* Verbal communication skills
* Written communication skills – patient notes, articles, papers, patient information
* Non-verbal communication skills
* Active listening skills
* Dealing with „difficult‟ people (for example patients, relatives, colleagues)
* Diplomacy and negotiation skills

**Inter-professional skills**

* Team functioning –Belbin types
* Principles of leadership/skills
* Multidisciplinary team working

**General skills**

* Reflect on practice, be self critical and develop self-appraisal skills
* Problem solving skills
* Analyse and use numerical data.
* Take account of medical ethics when making decisions.
* Prioritise tasks effectively
* Manage their own time and that of others
* Use research skills to develop greater understanding and influence their practice.
* Follow the principles of risk management when they practice.
* Audit skills
* Approaches to project planning – for example individual, groups, learning sets
* Critical appraisal skills
* Understand and demonstrate probity
* Medical witness skills
* Trouble shooting – eg whistle-blowing, bullying, dealing with difficult people

**Personal Health skills**

* Self-awareness and self-esteem
* Healthy lifestyle strategies
* Coping skills
* Work-life balance
* Mentoring/co-mentoring and peer support
* Understand role and importance of maintaining interests outside medicine
* Balancing family life with medical career
* Making tough choices based on values and morals

**Clinical and practical skills**

* History taking, physical examination and mental-state examination skills
* Interpret findings of history, physical examination and mental state examination
* Interpret results of commonly used investigations
* Clinical decision making based on findings
* Patient management planning
* Correct drug dosage and safe prescription writing
* Venepuncture
* Cannulation
* I/V, S/C and IMI injections
* ABG sampling
* Suturing
* CPR and ALS
* Respiratory function tests
* Oxygen therapy
* Demonstrate/use nebuliser correctly
* Insert NGT
* Bladder catheterisation